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Administrative and personnel problems created through organization of multi-teacher departments in vocational agriculture was the major topic considered by 16 teachers in a June 1967 workshop. The primary purpose of the workshop was to provide for more efficient and effective agricultural programs through better teacher understandings of multiple teacher departments, organization, and administration. Major content of this workshop report includes: (1) concerns and responsibilities, (2) selection of a department coordinator, (3) developing departmental policy, (4) selecting teachers, (5) use of an advisory committee, (6) selecting students, (7) the program of instruction, (8) facilities, (9) budgeting, inventorying, and requisitioning, (10) records and reports, (11) classroom responsibilities, (12) discipline and housekeeping, (13) supervising occupational experience, (14) the Future Farmers of America, (15) post-high school programs, (16) public relations, (17) division of school duties, (18) professional improvement, (19) program evaluation, and (20) school program relationships. Supplementary material includes a bibliography and an appendix containing a worksheet for planning teacher responsibility. (DM)

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ORGANIZATION of MULTIPLE TEACHER PROGRAMS in VOCATIONAL AGRICULTURE

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Hammond, Richard L.

Agricultural Education Service
State Department of Education
and
Department of Agricultural Education
The Ohio State University
1968

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ORGANIZATION OF MULTIPLE TEACHER PROGRAMS IN VOCATIONAL AGRICULTURE

Edited by Richard L. Hummel, Darrell L. Parks, and Virgil E. Christensen

Agricultural Education Service
State Department of Education, Columbus, Ohio

and

Department of Agricultural Education
The Ohio State University, Columbus

1968

FOREWORD

The organization of multiple teacher departments creates a number of administrative and personnel problems. Such problems, some involving relationships between teachers, others between teachers and administrators or supervisors, can result in a program of vocational agriculture being less effective and even jeopardizing continued operation of the entire department.

The material included in this report includes the major considerations in organizing a multiple teacher program of vocational agriculture and suggests some procedures for effectively implementing such a program.

The ideas contained in this publication were developed by sixteen teachers of vocational agriculture in a two and a half week workshop at The Ohio State University in June of 1967, in cooperation with supervisory and teacher education staff personnel in Vocational Education in Agriculture.

The members of the staff directing the workshop were:

Virgil E. Christensen
Professor
Agricultural Education

Richard L. Hummel
Assistant Supervisor
Agricultural Education

Darrell L. Parks
Assistant Supervisor
Agricultural Education

TABLE OF CONTENTS

	Page
FOREWORD	iii
WORKSHOP PARTICIPANTS	vii
PURPOSE OF THE WORKSHOP	1
NEED FOR THE WORKSHOP	1
OBJECTIVES OF THE WORKSHOP	2
WORKSHOP PROGRAM SCHEDULE	3
WORKSHOP ASSIGNMENTS	8
Individual Assignments	8
Team Assignments	9
Format for Team Report	10
MULTIPLE TEACHER CONCERNS AND RESPONSIBILITIES	11
SELECTING A DEPARTMENT COORDINATOR AND DEFINING HIS RESPONSIBILITIES	12
DEVELOPING DEPARTMENTAL POLICY	14
SELECTING AN ADDITIONAL OR REPLACEMENT TEACHER	17
ORGANIZING AND USING A DEPARTMENT ADVISORY COMMITTEE	18
SELECTING STUDENTS INTO THE PROGRAM	19
DEVELOPING THE PROGRAM OF INSTRUCTION	21
SCHEDULING AND USING FACILITIES	22
DEPARTMENTAL BUDGETING, INVENTORYING AND REQUISITIONING	23
COMPLETING RECORDS AND REPORTS	26
CLASSROOM TEACHING RESPONSIBILITIES	27
DISCIPLINE AND HOUSEKEEPING PROCEDURES	29

Page

SUPERVISING OCCUPATIONAL EXPERIENCE PROGRAMS. 31

ADVISING THE FFA. 33

POST HIGH SCHOOL YOUNG AND ADULT FARMER PROGRAM 34

PUBLIC RELATIONS. 36

PARTICIPATION IN OTHER AGENCY ACTIVITIES. 39

DIVISION OF OTHER SCHOOL DUTIES 40

PROFESSIONAL IMPROVEMENT. 41

RELATIONSHIP WITH THE TOTAL SCHOOL PROGRAM. 42

PROGRAM EVALUATION. 43

BIBLIOGRAPHY. 45

APPENDIX. 49

WORKSHOP PARTICIPANTS*

James Beckley, Teacher of Vocational Agriculture, Northridge High School, Johnstown, Ohio
Norman Blaney, Teacher of Vocational Agriculture. Shenandoah High School, Sarahsville, Ohio
James Bratton, Teacher of Vocational Agriculture, Bright High School, Mowrystown, Ohio
Roy Cooper, Teacher of Vocational Agriculture, Highland High School, Sparta, Ohio
Vance Crouse, Teacher of Vocational Agriculture, West Branch High School, Beloit, Ohio
Dan Garver, Teacher of Vocational Agriculture, Ridgewood High School, West Lafayette, Ohio
W. Roger Iams, Teacher of Vocational Agriculture, Shenandoah High School, Sarahsville, Ohio
Earl James, Teacher of Vocational Agriculture, Tri Valley High School, Dresden, Ohio
Lowell McLear, Teacher of Vocational Agriculture, Greenville High School, Greenville, Ohio
Keith Miller, Teacher of Vocational Agriculture, Evergreen High School, Lyons, Ohio
Adrian Roberts, Teacher of Vocational Agriculture, East Clinton High School, Lees Creek, Ohio
Keith Rogers, Teacher of Vocational Agriculture, Twin Valley South High School, West Alexandria, Ohio
Virgil Studebaker, Teacher of Vocational Agriculture, Tecumseh High School, New Carlisle, Ohio
Dennis Swartz, Teacher of Vocational Agriculture, Elgin High School, Marion, Ohio
Dean White, Teacher of Vocational Agriculture, West Holmes High School, Millersburg, Ohio
John Wilson, Teacher of Vocational Agriculture, Wauseon High School, Wauseon, Ohio

*Fourteen of the sixteen teachers listed were presently employed in multiple teacher departments.

WORKSHOP RESOURCE PERSONNEL

Frank Cloer, Teacher of Vocational Agriculture, Douglas County High School, Douglasville, Georgia
Arthur Corns, Teacher of Vocational Agriculture, Clark County High School, Winchester, Kentucky
Darrell Jones, Superintendent, Central Local Schools, Defiance, Ohio
Clifford Jump, Principal, Mt. Vernon High School, Mt. Vernon, Ohio

A WORKSHOP IN ORGANIZING AND ADMINISTERING A PROGRAM OF VOCATIONAL AGRICULTURE IN MULTIPLE TEACHER DEPARTMENTS IN OHIO

PURPOSE OF THE WORKSHOP

The purpose of this workshop was to develop teacher understandings in the organization and administering of multiple teacher vocational agriculture programs in local communities to provide the most effective and efficient program of agricultural education.

NEED FOR THE WORKSHOP

The demand for multiple teacher departments continues to increase in Ohio. Presently, sixty-nine such departments are in operation. The success of these departments will be based primarily upon the manner in which they are organized. In too many instances, it has been observed that multiple teacher departments are being operated as individual departments within the same program of vocational agriculture. This results in the decreased effectiveness of teacher time and talent in addition to influencing inter-staff and teacher-student relationships.

A multiple teacher department must provide an opportunity for a more effective and comprehensive program of vocational agriculture in the community; therefore, a definite pattern of operation must exist. After counseling with numerous teachers employed in multiple teacher departments, it is apparent that many departments do not have a pattern of operation nor know how to develop and implement a sound operational plan of agricultural education.

As secondary school units continue to increase in size and scope through consolidation and re-organization, it is perceived that more multiple teacher departments of vocational agriculture will come into being. Therefore, it will be essential that sound guidance and direction be given in the establishment of such departments if the quality and image of vocational agriculture is to be maintained. This workshop was a means of searching for such guidance and direction.

OBJECTIVES OF THE WORKSHOP

Specific objectives of the workshop included:

1. Develop teacher understanding in the role of a multiple teacher program of vocational agriculture in the local community.

2. Assist teachers in the development of guidelines for the organizing and administering the program of agricultural education in a multiple teacher department.

3. Assist teachers in the development of an operational plan for administering the efficient and effective program of agricultural education in each of their respective departments, with special emphasis directed toward:

   a. Developing and maintaining a desirable working relationship within the staff.
   b. Dividing the duties and responsibilities of the department justly, capitalizing on individual teacher talents and interests.
   c. Avoiding repetition of efforts on the part of staff members within the department.
   d. Organizing and using the facilities in the most efficient manner.
   e. Providing a program of vocational agriculture that complements local school policies and standards.

MULTIPLE TEACHER WORKSHOP
SCHEDULE
June 14 - 29, 1967
THE OHIO STATE UNIVERSITY

Wednesday, June 14

8:00 a.m.	Organization of Workshop Workshop objectives Assignments - Expected outcomes	Christensen Hummel Parks
9:45	Break	
10:00	Opinion questionnaire and response	Christensen
11:30	Lunch	
1:00 p.m.	Current issues and problems in multiple teacher departments	Staff
3:00	Individual and team work sessions	

Thursday, June 15

8:00 a.m.	Conditions and events leading up to establishing a multiple teacher department	Hummel
9:45	Break	
10:00	PERTing a multiple teacher department	Christensen
11:30	Lunch	
1:00 p.m.	PERT Work Session	Parks
3:00	PERTing Your Multiple Teacher Department	

Friday, June 16

8:00 a.m.	Discussion of selected items from Opinion Questionnaire	Christensen
9:00	"Administering a Multiple Teacher Department" Clifford Jump, Principal, Mt. Vernon High School	

Friday, June 16 con't

9:45	Break	
10:00	"Administering a Multiple Teacher Department" Darrell Jones, Superintendent, Central Local Schools, Defiance Co.	
10:45	Question and Answer period - Clifford Jump and Supt. Jones	
11:30	Lunch	
1:00 p.m.	Continuation of Question and Answer period	
2:30	Team Assignments	Hummel & Parks

Monday, June 19

8:00 a.m.	Administration Policies and Practices	Parks
8:30	Administration Policies and Practices	
8:45	Classroom Teaching Assignments	Christensen
9:15	Classroom Teaching Assignments	
9:45	Break	
10:00	Assignment of Program Responsibilities	Hummel
10:30	Assignment of Program Responsibilities	
10:45	Public Relations	Parks
11:30	Lunch	
1:00 p.m.	Relationships with the Total School Program	Hummel
1:30	Relationships with the Total School Program	
1:45	Team Work Sessions	

Tuesday, June 20		
8:00 a.m.	"The Operation of a Three Teacher Department" Frank Cloer, Vocational Agriculture Instructor, Douglasville, Georgia	
9:45	Break	
10:00	Question and Answer Session	
10:45	Implications for your local program--Buzz Groups	
11:15	Reports of Buzz Groups	
11:30	Lunch	
1:00 p.m.	Team Work Sessions	
Wednesday, June 21		
8:00 a.m.	Curriculum Development	Staff
9:45	Break	
10:00	Continuation of Morning Session	
11:30	Lunch	
1:00 p.m.	Student Selection	Christensen
1:30	Student Selection con't.	
1:45	Supervising Occupational Experience Programs	Parks
2:15	Supervising Occupational Experience Programs	
2:30	Team Work Sessions	
Thursday, June 22		
8:00 a.m.	"The Operation of a Two Teacher Department of Vocational Agriculture in Kentucky" Arthur Corns, Vocational Agriculture Instructor, Winchester, Kentucky	

Thursday, June 22 con't

9:45	Break	
10:00	Question and Answer Session	
10:45	Using Team Teaching in a Multiple Teacher Department	Small Group Discussion
11:15	Reports of Discussion Groups	
11:30	Lunch	
1:00 p.m.	Reaction to Team Teaching Reports	Mr. Corns
1:30	Team Work Sessions	

Friday, June 23

8:00 a.m.	Disciplining, housekeeping, scheduling, and using facilities	Christensen
9:00	Reaction and follow-up to report	
9:45	Break	
10:00	Budgeting, requisitioning, and inventorying	
11:00	Reaction and follow-up to report	Mr. Corns
11:30	Lunch	
1:00 p.m.	Team Work Sessions	

Monday, June 26

8:00 a.m.	Future Farmers of America - Advising, Program Planning, and Execution of plan	Christensen
9:45	Break	
10:00	Continuation of Morning Session	
11:30	Lunch	
1:00 p.m.	Young and Adult Farmer Programs- Program Planning and Execution	Hummel
3:00	Team Work Sessions	

Tuesday, June 27		
8:00 a.m.	Selecting the Department Coordinator Selecting replacements or additional teachers	Hummel
9:45	Break	
10:00	Program Evaluation	Parks
11:30	Lunch	
1:00 p.m.	Program Evaluation con't.	Christensen & Parks
2:00	Preparation for Team Report Presentations	
Wednesday, June 28		
8:00 a.m.	Team #1 Report	
9:45	Break	
10:00	Team #2 Report	
11:30	Lunch	
1:00 p.m.	Team #3 Report	
2:30	"Using the Instrument"	Hummel
Thursday, June 29		
8:00 a.m.	Finalizing the Workshop Reports	Christensen
9:45	Break	
10:00	Summarization and Evaluation of the Workshop	Hummel
11:30	Lunch and Presentation of Certificates to Participants	

WORKSHOP ASSIGNMENTS

Individual Assignment for Workshop Participants

Each individual enrolled in the Multiple Teacher Workshop prepared and submitted the following:

I. A rationale for establishing and operating a multiple teacher vocational agriculture department.

II. Long-range program plans for the multiple teacher department in his community, including:

Five-year goals for the department program

Curriculum (changes and additions)

Facility changes

Evaluation procedures

Adult procedures

Estimates as to numbers of students, cost figures, etc.

(additional areas as discussed in the workshop)

III. Personal plan of operation for putting these plans for a multiple teacher program into effect.

Changes to be made this summer, before the second semester, next summer, etc.

Persons or groups to be involved

Time schedules

Team Assignments for Workshop Participants

Assignment Topics	Team Members
Team I	
Administrative Responsibilities	Norman Blaney
Policies, Proposal Development and Submission	Virgil Studebaker
Advisory Committee	Roger Iams
Student Recruitment, Selection and Grouping	Dan Garver
Curriculum Development	Dean White
Scheduling and Using Facilities	
Supervising Occupational Experience Program	
Team II	
Team Teaching	Keith Rogers
Classroom Teaching Responsibilities	Earl James
Youth Activities	Keith Miller
Out-of-School Activities	John Wilson
Records and Reports	Dennis Swartz
Budgets, Inventories and Requisitions	Jim Beckley
Discipline	
Housekeeping	
Team III	
Participation in Other Agency Activities	Vance Crouse
Fair Responsibilities	Ed Cooper
Division of Other School Duties	James Bratton
Public Reactions	Lowell McLear
Professional Improvement	Adrian Roberts
Recognition and Awards	
Program Evaluation	

Format for Team Report

Workshop Participants (Names)_____

_____

_____

_____

_____

_____

_____

Team Assignment (Topic) _____

Each team treated the assigned topics as follows:

1. Clarification of each of the areas of concern and responsibility as assigned; factors to be considered; and a proposed procedure and alternatives.

2. Referring to the existing mimeo, Administering a Program of Vocational Agriculture in a Multiple Teacher Department. Use material included there--add to, delete, from or rearrange the content.

Also, each group was asked to review the instrument for dividing responsibilities that was attached to the report referred to above and make suggestions for the improvement of the entire instrument, and more specifically the assigned areas of concern.

MULTIPLE TEACHER CONCERNS AND RESPONSIBILITIES

[Twenty individual reports on problems that are of concern to teachers in multiple teacher departments are included in the following section of this report. These reports were developed by the teachers as listed in the previous section.]

SELECTING A DEPARTMENT COORDINATOR AND DEFINING HIS RESPONSIBILITIES

Clarification of the area

There is a need in every multiple teacher department for a departmental coordinator.

The departmental coordinator is responsible for the final coordination of all aspects of the vocational agriculture program as well as serving as liaison between the vocational agriculture department and the school administration.

The person selected must have as his goal the development of the department for the improvement of agriculture in the community.

Factors to be considered

1. Administrative ability.
2. Ability to coordinate activities and responsibilities.
3. Willingness to accept responsibility.
4. Allocation of professional time for coordinating departmental activities.

Recommended procedure

The local superintendent should designate the teacher of vocational agriculture that is to assume the responsibility of department coordinator. His major responsibility will be that of coordinating departmental activities.

Possible alternatives

1. Department coordinator selected on the basis of tenure.
2. Department coordinator selected by agreement of all teachers in the department.

E X A M P L E

MULTIPLE TEACHER DEPARTMENT COORDINATOR EVALUATION

RATING SHEET

5 4 3 2 1 1- ABILITY TO DEVELOP RAPPORT WITH OTHER TEACHERS WITHIN THE MULTIPLE TEACHER DEPARTMENT OF VOCATIONAL AGRICULTURE.

5 4 3 2 1 2- DESIRE TO SUCCEED IN HIS WORK

5 4 3 2 1 3- DEMONSTRATES A COOPERATIVE ATTITUDE

5 4 3 2 1 4- RECEPTIVE TO "NEW IDEAS"

5 4 3 2 1 5- MAINTAINS GOOD CLASSROOM DISCIPLINE

5 4 3 2 1 6- DEMONSTRATES LEADERSHIP ABILITY

5 4 3 2 1 7- ABILITY TO DEVELOP RAPPORT WITH STUDENTS

5 4 3 2 1 8- DEMONSTRATES DESIRABLE ADMINISTRATIVE ABILITY

5 4 3 2 1 9- DESIRE FOR OTHER TEACHERS WITHIN THE DEPARTMENT TO SUCCEED

5 4 3 2 1 10- ASSUMES APPROPRIATE SHARE OF RESPONSIBILITIES

5 4 3 2 1 11- DEMONSTRATES DESIRABLE HOUSEKEEPING TRAITS

5 4 3 2 1 12- MAINTAINS DESIRABLE COMMUNICATIONS-i.e., DEPARTMENT, STUDENTS, ADMINISTRATION, ETC.

5 4 3 2 1 13- RECEIVES CONSTRUCTIVE CRITICISM WELL

5 4 3 2 1 14- UTILIZES DEMOCRATIC PROCEDURES IN DISCHARGING RESPONSIBILITIES

5 4 3 2 1 15- TACTFUL

---

5 4 3 2 1 OVER-ALL RATING

RATING SCALE: 5, EXCEPTIONALLY FAVORABLE; 4, FAVORABLE; 3, SOMEWHAT FAVORABLE; 2, SOMEWHAT UNFAVORABLE; 1, EXCEPTIONALLY UNFAVORABLE.

THE ABOVE RATING SHEET CAN BE USED TO EVALUATE THE COORDINATOR OF THE MULTIPLE TEACHER DEPARTMENT. IT COULD ALSO BE USED FOR SELECTION OF THE COORDINATOR OR EVALUATION OF ALL TEACHERS IN THE MULTIPLE TEACHER DEPARTMENT.

DEVELOPING DEPARTMENTAL POLICY

Clarification of the area

It is desirable that all teachers in a multiple teacher department participate in the development of a written departmental statement of policy. Such a statement is necessary to insure continuity in program operation.

The written policy statement should include all major phases of the program involving curriculum, facilities, professional staff duties and responsibility, and student personnel.

Factors to be considered

1. Federal and state provisions for vocational education in agriculture.
2. Existing local board policies.
3. Unwritten policies presently in existence.
4. Program areas to be covered by written policy.
5. Questions to be covered by written policy.

Recommended procedure

The development of a written statement of policy should be a joint effort involving all teachers of vocational agriculture in the department and the local school administration. Once the policy statement is developed, the department coordinator should put it in final form and submit it for adoption, revision or rejection to the local administration and board of education.

E X A M P L E

Keith R. Miller
Agr. Educ. 799B
Summer 1967

SCHEDULE FOR IMPLEMENTING PROGRAM PLANS FOR THE EVERGREEN MULTIPLE TEACHER VOCATIONAL AGRICULTURE DEPARTMENT

KEY TO PERSONS INVOLVED:
A - ADMINISTRATION
C - VO-AG ADVISORY COUNCIL
T - TEACHERS OF VO-AG

ACTIVITY TO BE IMPLEMENTED	PERSONS INVOLVED	TARGET DATE	DATE COMP.
1. Schedule of teaching assignments and schedule for first semester 1967-68	A-T	July 10	
2. Appoint department coordinator	A-T	July 15	
3. Order visuals and teaching materials	T	July 30	
4. Develop written division of responsibilities	A-T	Aug. 1	
5. Division of adult education responsibilities and tentative program plans	T	Aug. 1	
6. Policy for minimum requirements for supervised occupational experience programs	T	Aug. 1	
7. Division of responsibilities for FFA program for first semester	T	Aug. 1	
8. Reorganize filing system and bulletins	T	Sept. 1	
9. Develop written curriculum guide for all Vo-Ag course offerings	T	Sept. 1	
10. Plan for individual cumulative student records	T	Sept. 1	
11. Written policy for discipline and housekeeping	T	Sept. 1	
12. Schedule for regular staff conferences	T	Sept. 1	
13. Develop plan for public relations	T	Oct. 1	
14. Fall meeting with Vo-Ag Advisory Council	A-T-C	Oct. 15	

EVERGREEN VO-AG DEPARTMENT

PROGRAM PLAN

ACTIVITY TO BE IMPLEMENTED	PERSONS INVOLVED	TARGET DATE	DATE COMP.
15. Division of responsibilities in FFA program - second semester	T	Nov. 1	
16. Teaching assignments and schedules for second semester	A-T	Nov. 1	
17. Written policy for discipline and housekeeping in new high school building	T	Jan. 1	
18. Land laboratory division of responsibilities for spring and summer, 1968	T	Jan. 1	
19. Develop 5 year long-range program plan	A-T-C	Mar. 1	
20. Budget, inventories and requisitions for 1968-69	A-T	Apr. 1	
21. Policy for student selection, 1968-69	A-T	Apr. 1	
22. Plans for professional improvement and in-service training - summer 1968	T	Apr. 1	
23. Plan for Vo-Ag department evaluation	A-T-C	May 1	
24. Teaching assignments and schedule for fall semester, 1968	A-T	May 1	
25. Plan for teachers summer schedule of activities	A-T	May 15	
26.	———	———	
27.	———	———	
28.	———	———	
29.	———	———	
30.	———	———	

SELECTING AN ADDITIONAL OR REPLACEMENT TEACHER

Clarification of the area

The selection of an additional or replacement teacher should complement the teaching abilities of those teachers presently employed in the department. For example, if teacher 'A' demonstrates a keen interest and apptitude in agronomy, but expresses little or no interest in mechanics, then teacher 'B' should be selected on the basis of his mechanical talents assuming this is an important area of instruction in the total program.

Factors to be considered

1. Specialized areas of interests of the applicant.
2. Educational needs of the local department in terms of teacher talent.
3. Personality of applicant.
4. Applicant's reasons for applying for the position.
5. Applicant's leadership ability.
6. Philosophy of applicant.

Recommended procedure

The teacher(s) in the department give their recommendations to the administrator, who then interviews the applicant. The department coordinator and the local administrator in charge of hiring them recommends one person to the board of education for employment.

Possible alternatives

1. Administrator make the selection of additional personnel.
2. Board of Education make the selection of additional personnel.
3. Department coordinator assist in selecting additional personnel.

ORGANIZING AND USING A DEPARTMENT ADVISORY COMMITTEE

Clarification of the area

An advisory committee should be used as a means of furthering the objectives and goals of the program of vocational agriculture. The duties and responsibilities of the advisory committee should be drawn up in the form of guidelines that will clearly state what is expected of it in regard to the vocational agriculture program.

Factors to be considered

1. Committee membership and tenure.
2. General attributes of committee members, i.e., ability to work constructively, interest and understanding of public school education in agriculture.
3. Purpose and expectations of the advisory committee.

Recommended procedure

A representative of the Board of Education, the principal, the FFA president, a member from the young and adult farmer classes, vocational agricultural staff members, and individuals representing agricultural interest in the community and selected by the Board of Education should constitute committee membership. Systematic rotation of members serving on the committee should be arranged.

Possible alternatives to using an advisory committee

1. Teachers of vocational agriculture assume responsibility for planning the total program of vocational agriculture.
2. Solicit the services of community leaders in program planning.

SELECTING STUDENTS INTO THE PROGRAM

Clarification of the area

The procedure for selecting students for the high school program of vocational agriculture must be agreeable to and supported by all staff members.

Factors to be considered

1. Method of orienting and acquainting prospective students with the vocational agriculture program.
2. Number of students that the vocational agriculture program can effectively serve.
3. Program of instruction offered within the framework of the vocational agriculture program.
4. Vocational objectives of students seeking admission into the program.
5. Guidance Counselors' understanding of program.

Recommended procedure

The department coordinator and the teacher of the Vocational Agriculture I class should prepare and present an orientation program regarding vocational agriculture to all prospective students. It may be desirable to use FFA officers in the orientation program. Final selection of students into the program is then made by the teachers in the vocational agriculture department in cooperation with the guidance counselor and parents of students seeking admission.

Possible alternatives

1. Admit students on the basis of an interest inventory test.
2. Department coordinator interview and select students into the program.

E X A M P L E

SURVEY OF SIXTH, SEVENTH, AND EIGHTH GRADE BOYS

Date_____

Student's Name_____Age_____Grade_____

Name of Parent or Guardian_____

Home Address_____Telephone_____

Father's Occupation_____

Is your father a part-time farmer? Yes___ No___

Location of family home (check one)
In a city or town____
On a farm ____
In the country but not on a farm ____

If you live on a farm or in the country, list the number of acres_____

_____

Give the number of acres planted in crops_____

If you live on a farm, list the numbers and kinds of livestock kept:
_____No.___;_____No._____;
_____No.___

How many years have you been a member of these organizations?
Boy Scouts_____ Juvenile Grange_____ 4-H Club_____ Other (list)
_____

Do you expect to attend college? Yes____ No____ Not Sure____

What kind of work do <u>you</u> plan to do after you finish school or college?
First Choice_____Second Choice_____

What kind of work would your parents like you to do after you finish school or college?
Mother's Choice_____Father's Choice_____

Are you interested in taking one or more years of vocational agriculture while in high school? Yes____ No____ Undecided____

Is there a farm in your family where you could raise crops and livestock or get farm experience if you were in vo-ag? If so, give the name and address of the owner.

_____

_____

DEVELOPING THE PROGRAM OF INSTRUCTION

Clarification of the area

The program of instruction for the vocational agriculture program in a multiple teacher department must be complete and compatible in regard to content and coordination with the use of supportive facilities and equipment. In addition, the program of instruction must be correlated with teacher strengths and interests in the department.

Factors to be considered

1. Curriculum content for all-day classes applicable to local community agricultural needs.
2. Necessary facilities and equipment available to support program of instruction.
3. Compatibility of course outlines of various teachers in the department to produce the final program of instruction for the department.
4. Curriculum content for young and adult farmer classes.

Recommended procedure

The development of the program of instruction for a multiple teacher department rests with the department coordinator and all teachers in the department. After the program of instruction has been developed, each teacher should make his course outline, taking into consideration the recommendations of the advisory council, for that part of the program that he is responsible. Finally, the course outlines should be drawn together by the department coordinator to assure co-ordination of instructional aids, equipment and facilities.

Possible alternatives

1. Program of instructions and course outlines may be developed by each teacher in his area of responsibility.

SCHEDULING AND USING FACILITIES

Clarification of the area

Optimum facility use and teacher harmony in a multiple teacher department hinges around a carefully developed plan of facility use, care and maintenance.

Factors to be considered

1. The program of instruction.
2. Assigned teacher responsibilities.
3. Policies regarding the use and maintenance of the shop, tools, equipment, land laboratory, greenhouse and classroom as well as housekeeping and clean-up procedure.

Recommended procedure

The use, care and maintenance of department facilities should be covered in the written statement of policy for the department. The department coordinator should then assume responsibility for coordinating and/or determining the scheduling of facilities in accordance with established policy.

Possible alternatives

1. The school administrator schedule the use of facilities and equipment in the department, as well as set down standards to be followed concerning housekeeping procedures.

DEPARTMENTAL BUDGETING, INVENTORYING AND REQUISITIONING

Clarification of the area

Departmental budgets, inventories and requisitions must be prepared with reference to the total program of vocational agriculture. Top priority items that enhance learning should receive major attention before miscellaneous items are considered.

Factors to be considered

1. Local school policy.
2. Amount of allocated funds for department.
3. Needs of the department.

Recommended procedures

All budgets should be prepared cooperatively by staff members and submitted to the department coordinator. The department coordinator should then be responsible for reviewing and approving the budget before it is sent to the school administrator.

Requisitions for expendable items and equipment should come from cooperative staff effort and be channeled through the department coordinator to the administration for approval.

The inventorying of books, FFA equipment, shop tools, greenhouse equipment and other materials should be the responsibility of the department coordinator. He may assign specific inventorying tasks to staff members who, in turn, would be responsible to him. It should then be the coordinator's responsibility to arrange all inventories into proper order and submit them to the administrator.

Possible alternative

1. Department coordinator be solely responsible for all budget requests, inventories and requisitions.

E X A M P L E

EVERGREEN HIGH SCHOOL

REQUISITION FORM

DATE_____ DEPARTMENT:_____

PURPOSE:
____ School Maintenance
____ Classroom Use
____ Resale
____ _____
(Other - Specify)

CHARGE TO:_____

REQUISITIONED BY:_____

NUMBER	DESCRIPTION OF ITEM	PURCHASED FROM	PRICE EA.	TOTAL COST
4	Nails and Hammer Stanley No. 1472 16 oz.	Metamora Hardware	$5.00	$20.00

TOTAL_____

APPROVED_____
Dept. Coordinator

APPROVED_____
Principal

APPROVED_____
Clerk

E X A M P L E

WAUSEON VOCATIONAL AGRICULTURE DEPARTMENT

INVENTORY

____ CLASSROOM
____ OFFICE
____ FFA
____ SHOP

DESCRIPTION OF ITEM	SIZE	CONDITION	NUMBER 1967	19__	19__	19__	19__
Ex.-Ball Pein Hammer	12 oz.	Good	2				

COMPLETING RECORDS AND REPORTS

Clarification of the area

Accurate completion of all departmental reports, including preliminary enrollment, preliminary and final occupational experience, young and adult farmer, annual departmental FFA, travel, occupational status, summer schedule reports and student cumulative record and evaluation reports is an important administrative function of a vocational agriculture program. It is essential that all reports be completed and submitted to the proper agency in accordance with directions and dates prescribed.

Factors to be considered

1. Kinds and nature of reports.
2. Due dates of reports.
3. Available time during school day for office routine.
4. Teacher load.

Recommended procedure

The completion of all departmental forms should be the concern of all staff members in the department, and the responsibility for completion of reports should be evenly distributed throughout the entire staff whenever possible. Specific organization reports, such as those pertaining to the FFA and YFA, should be completed by the staff member who has been assigned the responsibility of coordinating that activity.

All completed reports should be submitted to the department coordinator who should assume the responsibility for checking and securing administrative approval if necessary before submitting them.

The department coordinator should also be responsible for having on file all departmental copies of reports and student records for later reference.

Possible alternatives

1. Department coordinator be responsible for all departmental reports.

CLASSROOM TEACHING RESPONSIBILITIES

Clarification of the area

The job of teaching vocational agriculture is becoming more complex as years pass. The continuing need for education in agriculture demands that all teachers engaged in this endeavor plan carefully for the most economical and effective use of their time, talents, and capabilities in behalf of those whom they serve.

Factors to be considered

1. Content of program of instruction.
2. Personal preference or interest of each teacher.
3. Training and qualifications of each teacher.
4. Non-teaching duties and responsibilities of staff members.
5. Available facilities.
6. Opportunities for team teaching.

Recommended procedure

Classroom teaching responsibilities should be arranged on the basis of teacher strengths and interests, whenever possible. This arrangement should be made out cooperatively among the vocational agriculture staff in accordance with the program of instruction.

For administrative convenience, it may be desirable to arrange teaching units in large blocks of time in order to facilitate personnel teaching responsibilities and allocation of facilities. The teaching schedule should be tentatively established for the entire school year.

Possible alternatives

1. Each teacher assume the responsibility for a particular class or classes for the school year.
2. Each teacher assumes responsibility for a class and utilizes the teachers within the multiple teacher department to assist in specialized areas of instruction for that class--i.e., teacher "A" has Vo Ag II and utilizes teacher "B" to teach small engine repair and maintenance.

Team teaching

Developing a team teaching approach requires the utilization of the teachers in teaching the areas of the total curriculum of their greatest strengths and interest. The most effective way to accomplish this is to examine the total vocational agriculture curriculum with all of the teachers of the multiple teacher department. A thorough examination will clarify which part(s) come within the competencies of each of the teachers within the multiple teacher department.

Full understanding and cooperation of all teachers within the multiple teacher department, as well as the school administrators, and the vocational agriculture supervisor(s) is required to make team teaching a successful approach to classroom instruction.

DISCIPLINE AND HOUSEKEEPING PROCEDURES

Clarification of the area

The consistent disciplining of students and the routine tasks necessary for keeping the department in proper order is the duty of every staff member. An agreeable understanding should be arrived at by all parties concerned pertaining to the disciplining methods and techniques and the cleanup and maintenance of physical facilities; both of which are patterns of discipline imperative to quality education. Such standards must coincide with school policy, be educationally sound, and bear the full support of the staff.

I. Discipline

A. Factors which contribute to the discipline problems in a multiple teacher department -
   1. Lack of teacher preparation.
   2. Carry-over of trouble from other classes.
   3. Over-crowding in classroom and shop.
   4. Lack of discipline in the school system.
   5. Too many rules.
   6. Lack of follow-up and continuity in teaching.
   7. Over-familiarity with students.
   8. Home problem carry-over in classroom.
   9. Teachers not consistent in handling discipline.
   10. Teachers talk about other teachers to students.
   11. Overlooking discipline problems.
   12. Teacher or teachers being overbearing, unapproachable, unkind, unfair, showing favoritism, etc.
   13. Teachers having difficulty in detecting and rectifying trouble spots.
   14. Offering threats difficult to enforce.
   15. A variance of teacher standards.

B. Suggestions or recommendations for preventing and/or handling discipline problems-
   1. With fellow teacher(s) and administration, develop and record general discipline standards suitable to everyone.
   2. Always have well-planned lessons for every day.
   3. Never fraternize with student to his level.
      -be pleasant, respectful, friendly, fair, firm
      -know where to stop or draw the line
   4. Never talk to students about other teachers.
   5. Always show respect to other teachers.
   6. Talk with other teachers about potential problems.
   7. Know school policy as to punishment.
   8. Be alert to problems starting, discuss with other teachers.
   9. Use office for individual conference to talk to student before problems become too serious.

10. Start all classes on time.
11. Take student home to discuss problems.
12. All teachers in a multiple teacher department be alert to problems that might arise.
13. All teachers be consistent in discipline procedures.
14. Each teacher handle discipline procedure and problems immediately.
15. All teachers should use the same discipline procedure at FFA meetings, field trips, etc.
16. Start first day of class with no laxity in discipline in order to set example for the rest of the year.
17. Discuss problem students with administrator.
18. Work with students the first of school in establishing a code of conduct.
19. Appeal to each student that he is a member of the FFA and this carries with it high standards.
20. Know which students to discipline in class or individually.
21. Maybe require extra assignments and possibly a conference with student.
22. Conference with parents.
23. If discipline procedures fail contact administrator for final solution.

II. Housekeeping

A. Factors contributing to poor housekeeping -
   1. Shortage of clean-up time at end of period.
   2. Lack of clean-up policy and system.
   3. Lack of clean-up facilities.
   4. Lack of consistency and understanding between teachers in a multiple teacher department.
   5. Example set by teachers (lack of daily housekeeping, etc.).
   6. Over-crowding in shop and classroom facilities.

B. Suggested procedures to correct poor housekeeping practices -
   1. Develop a written policy for shop, land labs, greenhouses, on clean-up procedure, and maintenance of these areas.
   2. Set aside 10-15 minutes per day to file materials.
   3. Set aside up to 1 hr. at the end of the week to file material.
   4. Have a drawer to place mailing material until a later date.
   5. Provide centralized storage for all tools.
   6. Provide necessary equipment such as brooms, brushes, trash barrels, etc., to involve students in clean-up task at the close of each shop period.
   7. Provide at least 10 minutes at the end of each shop period for clean-up.
   8. When possible reschedule classes to reduce over-crowding.
   9. Create in the students a pride toward the facilities.
   10. Develop a departmental file and have available filing cabinets for each teacher's personal file.

SUPERVISING OCCUPATIONAL EXPERIENCE PROGRAMS

Clarification of the area

All teachers of vocational agriculture must supervise students' occupational experience programs to assist in helping students make decisions and put into practice technical information received in the classroom. The teachers need to balance the supervision of occupational experience programs in multiple teacher departments so the best educational program can be offered to make maximum use of teacher's time.

Factors to be considered

1. Teacher load.
2. Teacher interests.
3. Ability of the teachers.
4. The curriculum.
5. Type of occupational experience program.

Recommended procedures

Each teacher should supervise those students which he has in his designated classes. Occupational experience records will be considered a part of the supervisory task and the methods for keeping such should be uniform throughout the department. Students will remain under the supervision of their class instructor during the summer months, but will change occupational experience supervisors at the beginning of the new school year if their class instructor changes. It may be desirable that all staff visit each student's occupational experience program at least once a year. A department file should be maintained on each student's occupational experience program including scope of program and teacher visitation records, indicating dates, visits, and problems discussed.

Possible alternatives

1. Divide students by geographical area if time is a limiting factor because of the size of the district or the location of the school buildings.
2. Supervise students that teacher teaches only if:
   a. The teacher specializes in the areas of production agriculture that you teach.
   b. The teacher instructs special programs such as horticulture, mechanics, or agribusiness.
3. Divide supervision by areas of teacher's interest (e.g., swine, beef, crops, dairy).

E X A M P L E

Suggested format of file card for student occupational experience supervisory records. This card is to be kept up-to-date and on file in the department at all times.

Student's Name		Age	Grade
Supv. Occup. Exp. Program		Scope	

Visitation Record

Date	Teacher	Observations and Recommendations

ADVISING THE FFA

Clarification of the area

There is a need in every multiple teacher department for a leadership training program.

All staff members of a multiple teacher department should participate in planning and coordinating the FFA program to offer a dynamic program of leadership training and personal development.

Factors to be considered

1. Social interest and talents of the teachers.
2. Type of program needed or required by the members and the community.
3. Number of members in the local chapter.
4. Philosophy and policy of school administration and vo-ag teaching staff.
5. Facilities available.
6. Scheduling of school activities.
7. Size of school district.
8. State and national organizational standards.

Recommended procedures

The local school administrators and vo-ag teachers should make a complete breakdown of FFA responsibilities and designate the teacher responsibility for each area of the FFA program.

Possible alternatives

1. One teacher should be advisor of and responsible for the entire FFA program.
2. One teacher should coordinate the FFA program with each teacher dividing the responsibilities.

POST HIGH SCHOOL YOUNG AND ADULT FARMER PROGRAM

Clarification of the area

It is desirable that all multiple teachers participate in planning and coordinating the entire out-of-school program of Adult Education to offer farmers and special interest groups a continuing educational program in agriculture.

Factors to be considered

1. Number and type of programs to be offered.
2. Special interest of the teachers.
3. Major enterprises in the community.
4. Type of instruction needed by the members.
5. Formal organization (Young Farmer Chapter).
6. Facilities available.
7. Type of county-wide programs offered.
8. Resources available.
9. Funds available.
10. School policies.

Recommended procedure

The department coordinator should be responsible for seeing that program plans are administered and that each teacher of vocational agriculture can contribute to his best interest and competency.

Securing outside resource personnel and establishing the budget should be the primary responsibility of the teacher in charge of the specific area with cooperation and aid of the entire staff. Formulating the course offerings and program should be the duties of the entire staff with the suggestions from the adult advisory committees.

On-farm instruction and supervision should be a follow-up of technical information presented in formal instruction by the instructor involved.

Possible alternatives

1. Teachers plan the entire adult program cooperatively, evaluate and prepare records cooperatively but have individual responsibility for conducting the actual instructional program of one specific group.

2. Each teacher be responsible for one specific group. Teacher "A" - Young Farmers - Teacher "B" - Adult Farmers.

3. One teacher be responsible for entire Adult program with other teacher responsible for majority of high school program.

4. Teacher "A" responsible for all general adult and young farmer courses, and Teacher "B" for all specialty group instruction.

5. Teachers cooperate in providing one combined Adult and Young Farmer program with team teaching used.

PUBLIC RELATIONS

Clarification of the area

There is a need in every multiple teacher department for an outstanding public relations program. Promoting, understanding and developing desirable attitudes in reference to the program of vocational agriculture is very essential.

Various media are used to reach the public. The most important is the teacher of vocational agriculture. His face-to-face relations with individuals and groups will have more to do with their attitudes about the program than anything else. Other media are newspapers, radio, T.V., and other publications.

Factors to be considered

1. Professional relations with:
   a. Principals, superintendents, district state supervisors.
   b. High school students, young and adult farmers enrolled in classes.
   c. Lay people in the community.

2. Areas to be reached by public relations:
   a. The agricultural community.
   b. The non-farm community.
   c. School staff and students.
   d. The public outside the community.

Recommended procedures

Even though such understandings and attitudes are dependent upon the cooperative efforts of all staff members, it is still necessary to designate one staff member to coordinate the public relations effort of the department. This will insure:

1. Avoiding duplication of effort.

2. Avoiding violation of school public relations policies.

3. Complete and accurate coverage of all phases of the program.

4. An even distribution and recognition of activities and events involving the teacher.

5. The development of a procedure for recognition of all teachers in the department.

A public relations calendar should be prepared in the summer before school starts and serve as a guide for public relations for the entire year.

Possible alternatives

1. All public relations is handled by teacher in charge of activity, submitted to department coordinator and handled through proper school channels.

E X A M P L E

Public Relations Calendar

Month September School West Holmes High School

Department Vo-Ag

Date	Items	Papers	Pictures	Person Responsible	Send	Used
1st	FFA Officers Ex. Comm. Mtg.	1,2,3,4,5	--	3 & 2		
6th	FFA Meeting	1,2,3,4,5	--	3 & 1		
9th	Vo-Ag Enrollment	All	--	1		
21st	Farm Science Review	All	Yes	1 & 2		
27th	Superintendent & Vo-Ag Teachers' Dinner	All	--	1 & 2		
	Loudonville Fair	All	--	2 & 1		
	Corn Picker Safety Campaign	All	Yes	3 & 1		

Editor's Note: Teachers and publications were coded in accordance with numbers used on this month's public relations calendar.

PARTICIPATION IN OTHER AGENCY ACTIVITIES

Clarification of the area

There is a need to promote understanding of the vocational agriculture program and to develop a working relationship with other agencies. The agencies normally working closely with Vocational Agriculture are:

1. Cooperative Extension Service
2. Farmer Cooperatives
3. Soil Conservation Service
4. Science Clubs
5. ASC
6. Local Community Agribusinesses
7. Fair Boards

Factors to be considered

1. Effect on the total vocational agriculture program.

2. Time required.

Recommended procedures

The local coordinator should designate those agencies in the area that the local vocational agriculture department should cooperate with to insure a working relationship. Each teacher there must decide the division of responsibility toward these agencies.

Possible alternatives

1. Suggest a monthly meeting with all area vocational agriculture teachers and the personnel of other agencies to coordinate all cooperative activities.

2. Split the responsibilities among the local vo-ag teachers in participating in other agency activities.

DIVISION OF OTHER SCHOOL DUTIES

Clarification of the area

Most school administrators expect all faculty members to assume their share of other school duties.

The department coordinator is responsible for the final coordination of all aspects of the vocational agriculture program as well as serving as liaison between the vocational agriculture department and the extra duties involving other phases of the total school program.

Factors to be considered

1. Effect on total school program.
2. Distribution of duties.
3. Qualification of personnel.
4. Teacher load.
5. Time involved.

Recommended procedure

The department coordinator will coordinate all extra duties of personnel with the school administration and arrange a yearly schedule of these activities.

Possible alternatives

1. The principal will assign extra duty responsibilities to all personnel in the system.
2. All extra duty responsibilities will be on a volunteer basis.
3. The principal will notify the vo-ag coordinator concerning the specific other school duties and allow the teachers of vocational agriculture involved to work out their own assignments.

PROFESSIONAL IMPROVEMENT

Clarification of the area

Each teacher of vocational agriculture must accept his duty to grow professionally. He must participate in individual and group programs of professional improvement. He must also provide leadership and participate in professional organizations.

Factors to be considered

1. Development of a personal program of professional improvement.
2. Participation in professional organizations.
3. Maintaining the professional standards of the organization.

Recommended procedure

A plan should be developed by the vo-ag coordinator, teachers and administrators that would provide one vo-ag teacher in the local community at all time. This plan should allow each teacher the opportunity to:

1. Regularly select and participate in non-credit workshops on a school district or state level.
2. Join and participate actively in all of the professional organizations such as AVA, NVATA, OVATA, OEA on a district, regional, county and local associations.
3. Enroll in a credit course at least every three years.

RELATIONSHIP WITH THE TOTAL SCHOOL PROGRAM

Clarification of the area

The cooperation of the entire vocational agriculture department staff with other staff of the local school system is needed to maintain and improve the relationships of the total school program.

Factors to be considered

1. Scheduling procedures.
2. School policies.
3. Public relations activities.
4. Local program offerings.
5. Educational values.

Recommended procedures

The personnel of a multiple teacher department must develop excellent working relationships of all departments within the school system by making available the use of facilities, equipment, curriculum materials, and teaching aids. It is also essential to cooperate in helping to design and facilitate the practice of helping with physical facilities. The personnel should:

1. Make a list of vo-ag facilities (slides, demonstrations, land laboratory, school farm, models, etc.) available to the other faculty members.
2. Acquaint other faculty members with all features of the vocational agriculture curriculum.

PROGRAM EVALUATION

Clarification of the area

Every department should have a comprehensive evaluation of its program every three to five years. Periodic evaluation of segments of the program must take place constantly. Students, parents, school administrators, fellow teachers, adult and young farmers and many others in the community are continuously evaluating various aspects of the program.

As long as the public schools belong to the public, educators should welcome an evaluation.

Factors to be considered

1. Method of making a constant and comprehensive evaluation.
2. Standards of the program.
3. Five-year goals of the department.
4. Personnel to use in making the evaluation.

Recommended procedures

1. The assistant supervisor should confer with the teachers and local administrators on the desirability of the evaluation several months ahead and discuss objectives and procedures of the evaluation.
2. The local administrator and teacher should appoint a community study committee. (Suggested members: 3 farmers, 1 member board of education, local superintendent, principal, vo-ag teachers, agricultural businessman, one set of parents.)
3. A final date should be set to conduct the evaluation.
4. Resources needed for the evaluation are:
   a. Facts on farming
   b. Evaluation forms
   c. Selected items sheet

d. All departmental reports
   --adult and young farmer report
   --time-travel report
   --FFA program report
   --Occupational experience report

5. A follow-up meeting should be held to completely review the evaluation.

6. Procedures must be established to implement needed revisions and improvements.

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A P P E N D I X

WORKSHEET FOR PLANNING TEACHER RESPONSIBILITIES
IN THE _____ PROGRAM OF VOCATIONAL AGRICULTURE
FOR THE 19__, 19__ SCHOOL YEAR

Personnel Code:

1. _____
2. _____
3. _____
4. _____

Instructions:

Place the appropriate personnel code number immediately opposite the corresponding responsibility in the column that best describes the teacher's responsibility.

When applicable, place an (X) in the column indicating a cooperative teacher responsibility.

Note: Each major area should have a designated staff member to assume a co-ordinating responsibility.

BREAKDOWN OF RESPONSIBILITIES	TEACHER COORD. RESP.	SPECIFIC TEACHER RESP.	COOP. TEACHER RESP.	COMMENTS
I. Total Department Administrative Duties - (Responsible for the total coordination of the departmental program and designated as department coordinator.)				
A. Selection of Department Coordinator----------	---------	---------	---------	----------
B. Selection of Replacement Teachers----------	---------	---------	---------	----------
II. Student Selection----------	---------	---------	---------	----------
A. Orientation Program----	---------	---------	---------	----------
B. Final Selection--------	---------	---------	---------	----------
III. Curriculum Development-----	---------	---------	---------	----------
IV. Coordination of High School Classroom Teaching---------	---------	---------	---------	----------
A. Vocational Agriculture I----------	---------	---------	---------	----------
B. Vocational Agriculture II----------	---------	---------	---------	----------

BREAKDOWN OF RESPONSIBILITIES	TEACHER COORD. RESP.	SPECIFIC TEACHER RESP.	COOP. TEACHER RESP.	COMMENTS
C. Vocational Agriculture III				
D. Vocational Agriculture IV				
E. Vocational Horticulture				
F. _____				
V. Occupational Experience Supervision, including record keeping, summary and analysis. (Each instructor is responsible for those students in his respective classes.)				
A. Vocational Agriculture I				
B. Vocational Agriculture II				
C. Vocational Agriculture III				
D. Vocational Agriculture IV				
E. Vocational Horticulture				
F. _____				
VI. Scheduling the use of, and Maintenance of Equipment and Facilities				
A. Classroom and Library				
B. Agricultural Mechanics Shop and Equipment (including tools, pick-up truck and other equipment)				

BREAKDOWN OF RESPONSIBILITIES	TEACHER COORD. RESP.	SPECIFIC TEACHER RESP.	COOP. TEACHER RESP.	COMMENTS
C. Greenhouse and equipment				
D. Land Laboratory and Equipment				
E. _____				
F. _____				
VII. Future Farmers of America Organization				
A. Advisor				
B. Program of Activities				
1. Development				
2. Typing and publication				
C. Leadership training and Executive Committee				
1. President				
2. Vice-President				
3. Secretary				
4. Treasurer				
5. Reporter				
6. Sentinel				
7. Other				
_____				
_____				
D. Officer selection and election				
E. Committee responsibilities				
1. Supervised Farming				
2. Cooperation				

BREAKDOWN OF RESPONSIBILITIES	TEACHER COORD. RESP.	SPECIFIC TEACHER RESP.	COOP. TEACHER RESP.	COMMENTS
3. Community Service--				
4. Leadership---------				
5. Earnings and Savings----------				
6. Conduct of meetings----------				
7. Scholarship--------				
8. Recreation--------				
9. Public relations---				
10. State and National activities--------				
F. Training contestants and teams----------				
1. Parliamentary procedure----------				
a. Senior---------				
b. Sophomore------				
c. Freshman-------				
2. Public Speaking----				
a. Extemporaneous-				
b. Prepared-------				
3. Agricultural Engineering--------				
4. Agronomy----------				
5. Dairy----------				
6. General livestock--				
7. Horticulture-------				
8. Land----------				

BREAKDOWN OF RESPONSIBILITIES	TEACHER COORD. RESP.	SPECIFIC TEACHER RESP.	COOP. TEACHER RESP.	COMMENTS
9. Milk				
10. Poultry				
11. Meat				
12. Wool				
G. Applications for Awards				
1. American Farmer				
2. State Farmer				
3. State Chapter Contest				
4. Cooperation				
5. Ohio Safety				
6. Marketing				
7. Accounting				
8. Agri-business				
9. Beef				
10. Dairy				
11. Farm Electrification				
12. Farm Mechanics				
13. Horticulture				
14. Home Improvement				
15. Ornamental Horticulture				
16. Crop Farming				
17. Forestry				
18. Poultry				
19. Sheep				
20. Swine				
21. Soil and water				
22. Reporter's scrapbook				
23. Secretary's book				
24. Treasurer's book				
H. Convention				
1. State Convention				
2. National Convention				
I. FFA Camp				
1. Leadership session				
2. Regular session				

BREAKDOWN OF RESPONSIBILITIES	TEACHER COORD. RESP.	SPECIFIC TEACHER RESP.	COOP. TEACHER RESP.	COMMENTS
J. Fairs and Demonstrations				
1. County Fair				
a. Livestock exhibits				
b. Crop exhibits				
c. Shop exhibits				
d. Chapter booth				
e. Demonstrations				
f. Queen contest				
g. _____				
K. Ceremonies				
1. Green Hand				
2. Chapter Farmer				
3. Honorary Member				
4. Installation of Officers				
L. Banquet				
1. Location				
2. Invitation and guest list				
3. Menu				
4. Seating arrangements				
5. Program				
6. Decorations				
7. Greeting				
8. Public relations				
9. Clean-up				
10. Other _____				
M. Other Programs				
1. School assembly				
2. Civic and Service Clubs				
3. Radio and TV				
N. Money-making activities (list)				
1. _____				
2. _____				
3. _____				

BREAKDOWN OF RESPONSIBILITIES	TEACHER COORD. RESP.	SPECIFIC TEACHER RESP.	COOP. TEACHER RESP.	COMMENTS
O. Special chapter activities----------				
1. Rural life Sunday--				
2. CROP donation------				
3. Ohio FFA Foundation				
4. Donation to charity				
P. Musical groups---------				
1. Band----------				
a. Local band-----				
b. State band application----				
c. National band application----				
2. Vocal----------				
a. Local group----				
b. National chorus application----				
Q. Local chapter awards and recognition--------				
1. DeKalb award-------				
2. Project book award-				
3. Camp scholarship winners----------				
1. Ford Tractor---				
2. Local donor----				
4. Production awards--				
1. Corn----------				
2. Others_____ -				
5. Scholarship--------				
6. Leadership---------				
R. County organization----				
1. Advisor to or assist with-------				
S. Chapter operational and maintenance----------				
1. Paraphernalia------				
2. Schedule of meetings----------				

BREAKDOWN OF RESPONSIBILITIES	TEACHER COORD. RESP.	SPECIFIC TEACHER RESP.	COOP. TEACHER RESP.	COMMENTS
3. Calendar of activities				
4. Programs of meetings				
(1) Speaker - State Officer - Other				
(2) Film				
(3) Recreation				
5. Chain projects				
6. Budget				
7. Honor roll				
8. Queen selection and election				
9. Honorary member select on and election				
10. National FFA Week activities				
a. _____				
b. _____				
c. _____				
T. Reports				
1. FFA membership				
2. FFA Final Report				
U. Public relations for the chapter				
1. News releases to newspaper				
2. Articles for Ohio Future Farmer				
3. Articles for National Future Farmer				
4. Magazine articles				
5. Radio programs				
6. TV programs				
7. School program newspaper				
8. Other _____				
V. Other activities of the chapter (list)				
1. Pest hunt				
2. Attendance awards				
3. Other _____				
_____				
_____				

BREAKDOWN OF RESPONSIBILITIES	TEACHER COORD. RESP.	SPECIFIC TEACHER RESP.	COOP. TEACHER RESP.	COMMENTS
VIII. Adult Farmer Education----				
A. Program planning------				
Program reports-------				
IX. Young Farmer Association--				
A. Advising----------				
B. Program planning------				
C. Program reports-------				
D. State and District Activities----------				
X. Post High School Off-Farm Instruction----------				
A. _____ --				
B. _____ --				
XI. Discipline and House-keeping duties----------				
A. _____ --				
B. _____ --				
C. _____ --				
XII. Total School Relation-ship----------				
A. Hall duty----------				
B. Home room----------				
C. Cafeteria duty-------				
D. PTA----------				
E. Class sponsor--------				
F. Chaperoning----------				
G. Monitor----------				

BREAKDOWN OF RESPONSIBILITIES	TEACHER COORD. RESP.	SPECIFIC TEACHER RESP.	COOP. TEACHER RESP.	COMMENTS
H. Ticket sales and taking----------				
I. Faculty committee-------				
J. Substitute teaching-----				
XIII. Budgeting, Requisitioning and Inventorying----------				
A. Annual Budget----------				
1. Determining specifications for capital outlay items--------				
2. Bids on capital outlay items----------				
B. Requisitioning of expendable supplies, material, etc.----------				
C. Inventorying of:				
1. Classroom references, bulletins and equipment------				
2. Agricultural Mechanics Tools and Equipment----------				
3. Greenhouse and Land Laboratory Equipment----------				
4. FFA Equipment and Paraphernalia------				
5. _____--				
6. _____--				

BREAKDOWN OF RESPONSIBILITIES	TEACHER COORD. RESP.	SPECIFIC TEACHER RESP.	COOP. TEACHER RESP.	COMMENTS
XIV. Records and Reporting------				
A. Preliminary enrollment-				
B. Preliminary Supervised Occupational Experience				
C. Final Occupational Experience----------				
D. Annual Departmental Report----------				
E. Annual FFA Report------				
F. Adult Education Reports (Refer to Sections VII, IX, and X and list separately.)----------				
1. _____ --				
2. _____ --				
3. _____ --				
G. Mileage and personal expense reports-------				
H. Annual, local evaluation of Department operations and procedures----------				
XV. Policy Proposal, Development and Submission-------				
A. Proposal and Development----------				
B. Submission to the Administration----------				
XVI. Public Relations----------				
A. Preparation of Public Relations Calendar-----				

BREAKDOWN OF RESPONSIBILITIES	TEACHER COORD. RESP.	SPECIFIC TEACHER RESP.	COOP. TEACHER RESP.	COMMENTS
B. Preparation of News Releases				
C. Representation at School Sponsored Functions				
1. _____				
2. _____				
3. _____				
D. Representation at Civic and Agricultural Meetings				
1. _____				
2. _____				
3. _____				
XVII. Other Divided Responsibilities				
A. _____				
B. _____				
C. _____				
D. _____				
E. _____				

SIGNED: _____

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